

**AN INITIATION – RESPONSE – FEEDBACK ANALYSIS OF
CLASSROOM INTERACTION BETWEEN TEACHERS AND
STUDENTS AT AN EDUCATIONAL INSTITUTION IN
SEMARANG**



**FACULTY OF LANGUAGE AND ARTS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG
2017**

LAMPIRAN KEPUTUSAN REKTOR UNIVERSITAS KATOLIK SOEGIJAPRANATA

Nomor : 0047/SK.Rek/X/2013

Tanggal : 7 Oktober 2013

Tentang : PERNYATAAN KEASLIAN SKRIPSI/TUGAS AKHIR DAN THESIS

PERNYATAAN KEASLIAN SKRIPSI/TUGAS AKHIR DAN THESIS

Dengan ini saya menyatakan bahwa dalam skripsi yang berjudul **“AN INITIATION – RESPONSE – FEEDBACK ANALYSIS OF CLASSROOM INTERACTION BETWEEN TEACHERS AND STUDENTS AT AN EDUCATIONAL INSTITUTION IN SEMARANG”** ini tidak terdapat karya yang pernah diajukan untuk memperoleh gelar kesarjanaan di Perguruan Tinggi, dan sepanjang pengetahuan saya juga tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Apabila di kemudian hari ternyata terbukti bahwa skripsi ini sebagian atau seluruhnya merupakan hasil plagiasi, maka saya rela untuk dibatalkan, dengan segala akibat hukumnya sesuai peraturan yang berlaku pada Universitas Katolik Soegijapranata dan/atau peraturan perundang-undangan yang berlaku.

Semarang, 07 November 2017

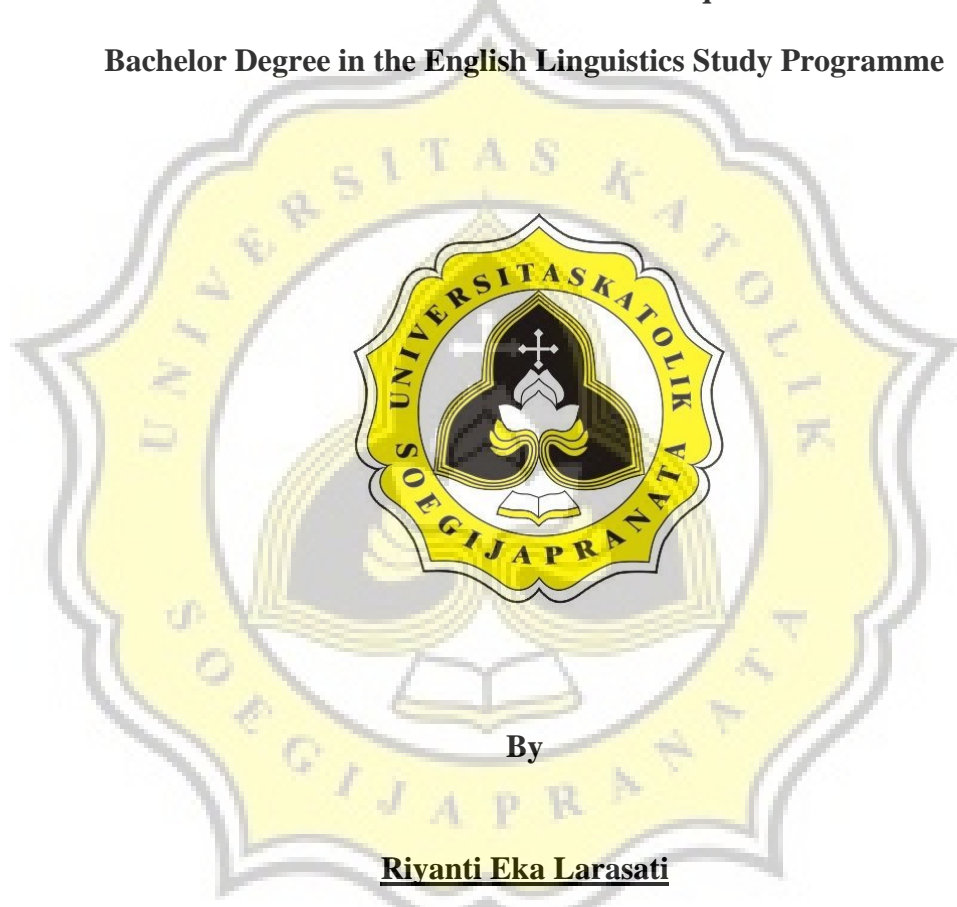


Riyanti Eka Larasati

NIM : 13.80.0021

**AN INITIATION – RESPONSE – FEEDBACK ANALYSIS OF
CLASSROOM INTERACTION BETWEEN TEACHERS AND
STUDENTS AT AN EDUCATIONAL INSTITUTION IN
SEMARANG**

**A Thesis Presented as Partial Fulfilment of the Requirements to Obtain the
Bachelor Degree in the English Linguistics Study Programme**



By

Riyanti Eka Larasati

Student Number : 13.80.0021

**FACULTY OF LANGUAGE AND ARTS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG**

2017

A THESIS ON

AN INITIATION – RESPONSE – FEDBACK ANALYSIS OF

CLASSROOM INTERACTION BETWEEN TEACHERS AND

STUDENTS AT AN EDUCATIONAL INSTITUTION IN

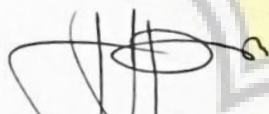
SEMARANG

by

Riyanti Eka Larasati

Student Number : 13.80.0021

Approved by,



Antonius Suratno, Ph.D
Major Sponsor

20 October 2017



Drs. Y.E Budivana, M.A
Co-Sponsor

20 October 2017

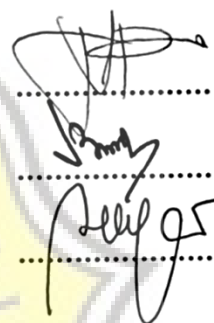
**A thesis defended in front of the Board of Examiners on
And declared acceptable**

BOARD OF EXAMINERS

Chairperson : Antonius Suratno, Ph.D

Secretary : Drs. Y.E Budiyan, M.A

Member : Angelika Riyandari, Ph.D



Semarang, 20 October 2017

Faculty of Language and Arts

Soegijapranata Catholic University

Dean,



Angelika Riyandari, Ph.D
NIP: 056.41998.768

ACKNOWLEDGEMENT

First and foremost, I should express my thanks to Allah for giving me guidance and strength, which has enabled me to overcome difficulties throughout the past four years.

This study would not have been achieved without the support and guidance I received from the academics at Faculty of Language and Arts, Soegijaparanata Catholic University Semarang. My grateful thanks and sincere appreciation are devoted to Mr. Antonius Suratno, Ph.D and Drs. Y.E Budiyana, M.A as my thesis advisors who gave me hearted support and encouragement with their kind personality and personality expertise throughout the preparation of this thesis, and whose constructive comments and guidance assisted me in the accomplishment of this study.

Also, I would like to express my gratitude towards my family for their encouragement and love which helped me in completion of this study. Special thanks are given to my beloved Mom and Dad who are always by my side when I was working on this study.

In addition, I would like to thank all of my friends who have lent their hearts and minds to support and motivate me. My sincere thanks go to my beloved best friends Herdhiajeng, Violita, Yuvina, Sasa, Andre, Melina, Novi and Ria. Thanks for your helpful suggestions, loves, cares, and prayers.

My sincere thanks are also extended to all teachers and staff in EduHouse Semarang especially Ms. S.A Linggayani Soentoro, M.Pd, Ms. Gloria Putri, S.S

and Ms. Dessi Natalia D.H, S.Psi who always supported me and made me possible to gain the data during the class of their after-school program.

The writer hopes that this study will be useful for further study and gives a lot of advantages for the development of language in general. May this thesis be an important contribution to those who are interested in classroom discourse especially in the IRF pattern by Sinclair and Coulthard.

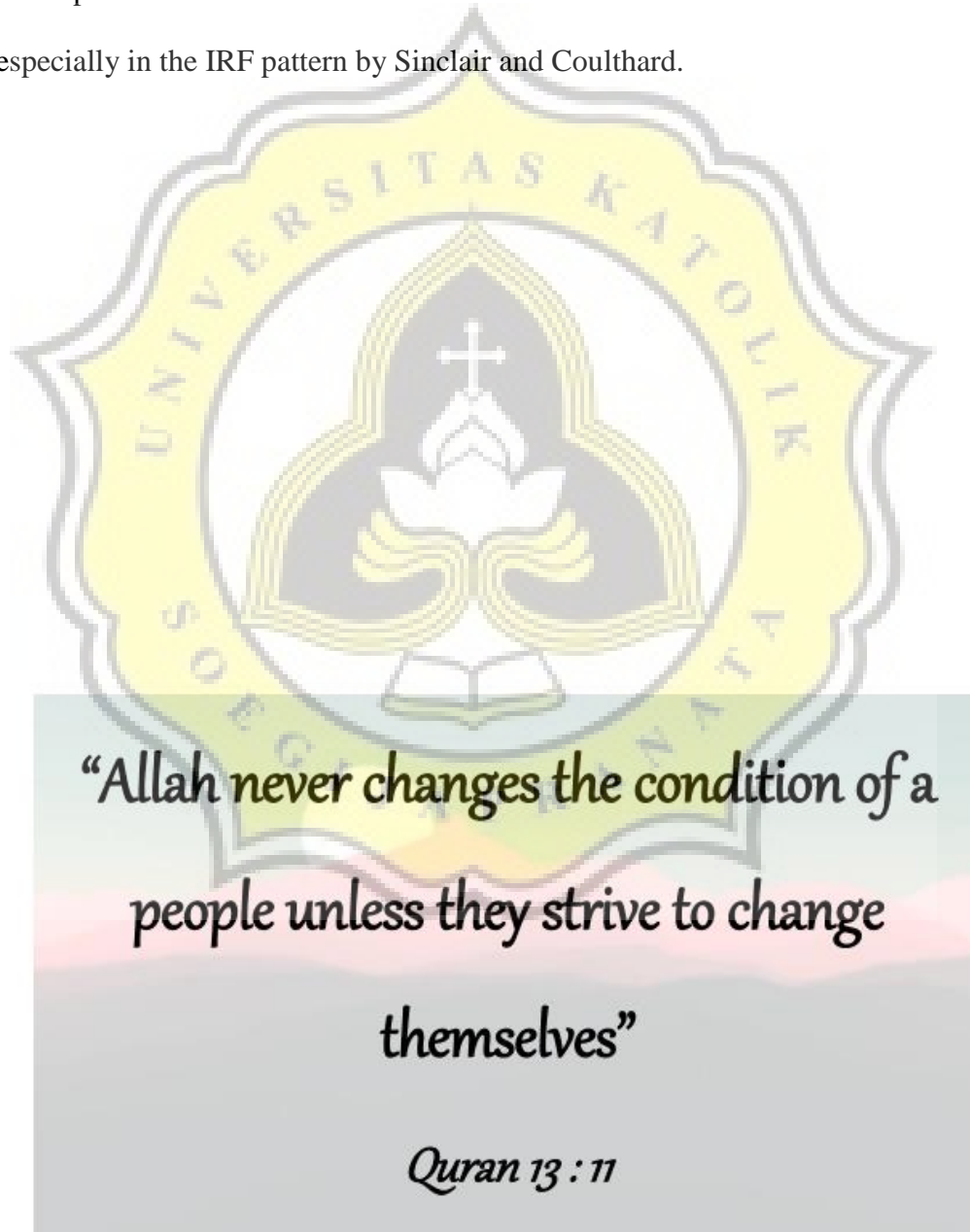


TABLE OF CONTENTS

PAGE OF TITLE

COVER PAGE.....	i
A THESIS APPROVAL	ii
BOARD OF EXAMINERS	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	vi
ABSTRACT.....	ix
ABSTRAK	x

Chapter 1: INTRODUCTION

1.1 Background of the Study.....	1
1.2 Field of the Study.....	7
1.3 Scope of the Study	7
1.4 Problem Formulation	7
1.5 Objectives of the Study	8
1.6 Significance of the Study	8
1.7 Definition of Terms.....	9

Chapter 2: REVIEW OF LITERATURE

2.1 Classroom Discourse.....	11
2.2 Teacher and Student Talk.....	13
2.3 Language Learning.....	14
2.3.1 Foreign Language Learners and Second Language Learners	15
2.3.2 Language Learning and Language Teaching	17

Chapter 3: RESEARCH METHODOLOGY

3.1 Method of Data Collection.....	19
3.1.1 Participants.....	20
3.1.2 Instruments.....	20
3.2 Research Procedure.....	21
3.3 Method of Data Analysis	22

Chapter 4: DATA ANALYSIS AND INTERPRETATION

4.1 Sinclair and Coulthard Model	23
4.1.1 Exchanges and Moves.....	24
4.1.2 Acts.....	30
4.2 The pattern of IRF model in an English class at EduHouse Semarang	30
4.2.1 IRF	32
4.2.2 Teachers and Students' Initiations	36
4.2.3 Directing or Eliciting	39

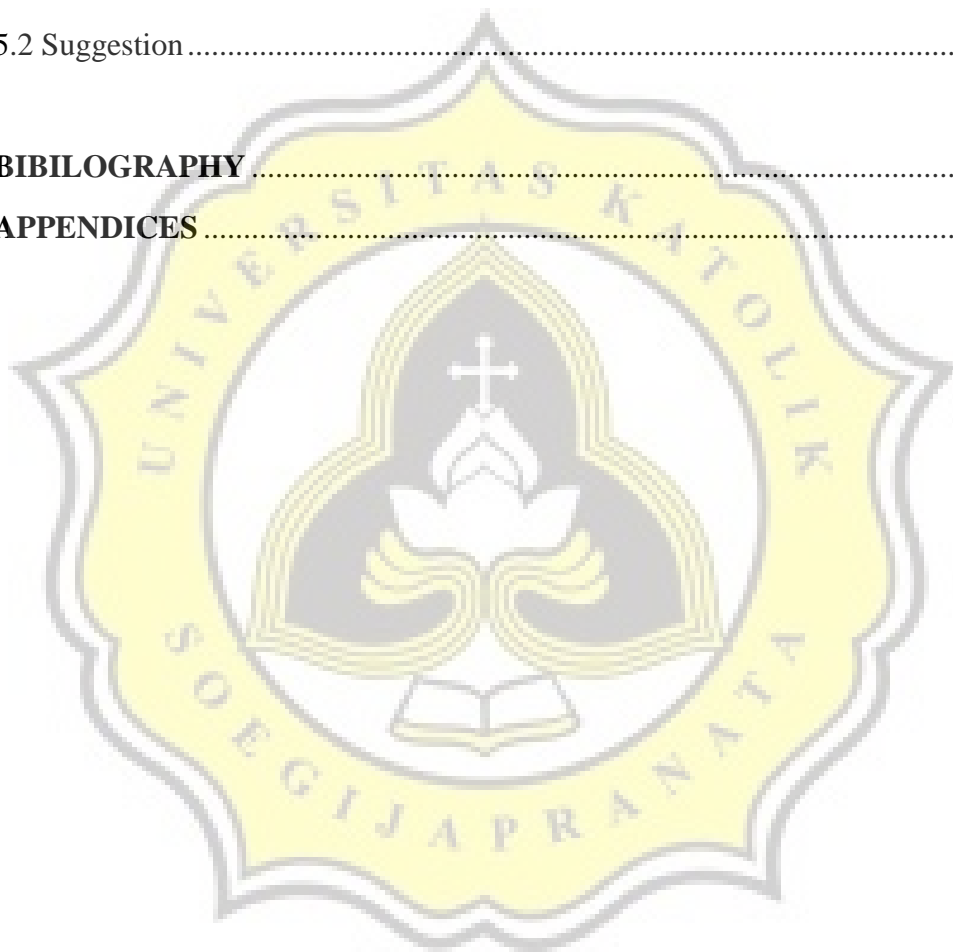
4.3 The effectiveness of IRF model to help teacher deliver the lesson.....	40
4.4 General Findings	44

Chapter 5: CONCLUSION AND SUGGESTION

5.1 Conclusion	48
5.2 Suggestion	49

BIBLIOGRAPHY	50
---------------------------	----

APPENDICES	53
-------------------------	----



ABSTRACT

Classroom Discourse Analysis is one of the approaches for the teachers to guide the students in the classroom. To achieve the goal of a lesson, teachers should build a good interaction in the classroom. This interaction involves both teachers and students during the lesson. This study explores the interaction between teachers and students by applying IRF pattern of an English course at EduHouse Semarang. The purpose of this study is to explore the patterns of classroom interaction, Initiation-Response-Feedback model and find out how IRF model by Sinclair and Coulthard applied in the classroom discourse activities that may help the teacher deliver the lesson. The writer collected the data by recording the conversations between teachers and students and also conducting interviews with the teachers.

According to the data collected, the writer found that most of the teaching exchanges which occurred in a kindergarten English classroom at EduHouse Semarang was used to elicit students related to the lesson. After analysing and interpreting the data, the writer also found some patterns which came out besides IRF pattern. The pattern is not only IRF, but there are also IR(F) and I(R) patterns that are usually formed in directing and informing exchanges. From the interviews that were conducted with the teachers, the writer found that kindergarten teachers in EduHouse Semarang applied IRF pattern by Sinclair and Coulthard to teach in the classroom. Both teachers believe that if they do not apply IRF pattern in their class, the learning process will be boring and monotonous. This makes them not focus on the study and makes the goal of the lesson unreachable.

ABSTRAK

Analisa Classroom Discourse adalah salah satu pendekatan yang dapat dilakukan untuk mengetahui bagaimana guru mengarahkan murid – muridnya di dalam kelas. Untuk mencapai tujuan pembelajaran, guru – guru diharapkan membangun interaksi yang baik di dalam kelas. Interaksi ini melibatkan murid dan guru selama proses pembelajaran berlangsung. Studi kasus ini mengeksplorasi interaksi antara guru dan murid dengan cara mengaplikasikan pola IRF di dalam kelas kursus bahasa Inggris di EduHouse Semarang. Tujuan dari studi kasus ini adalah untuk mengeksplorasi pola interaksi kelas yaitu IRF dan mengetahui bagaimana pola IRF oleh Sinclair dan Coulthard diaplikasikan di dalam kelas yang dapat membantu guru menyampaikan materi. Peneliti mengumpulkan data dengan cara merekam percakapan antara murid dan guru dan juga melakukan wawancara dengan guru.

Bedasarkan data yang telah diambil, peneliti menemukan bahwa teaching exchange yang paling sering muncul di kelas bahasa Inggris taman kanak – kanak di EduHouse Semarang digunakan untuk menanyakan sesuatu yang berhubungan dengan materi pembelajaran kepada siswa. Setelah menganalisa dan menafsirkan data, peneliti juga menemukan beberapa pola selain pola IRF. Pola lain yang muncul selain IRF adalah IR(F) dan I(R) yang biasanya terbentuk saat directing atau informing exchange terjadi. Dari wawancara yang telah dilakukan, peneliti menemukan bahwa guru – guru murid taman kanak – kanak di EduHouse Semarang mengaplikasikan pola IRF untuk mengajar di dalam kelas. Keduanya yakin bahwa jika mereka tidak menerapkan pola IRF di dalam kelas mereka, proses pembelajaran akan dirasa membosankan dan monoton. Ini membuat murid – murid tidak dapat fokus belajar dan membuat tujuan pembelajaran tidak dapat tercapai.